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gave the government, in return for his pay, a high degree of talent and skill but he never gave it himself nor forgot himself in the execution of his mission. By his own merits he rose to command the Army of the Potomac; as its commander he possessed the talent and skill to foil, with his superior means, the designs of Lee but lacked the genius to find a way to overcome Lee.

It is doubtful if the judgment of the future will dispute that of Grant, who found in him a skillful commander of an army and never thought of displacing him at the head of the Army of the Potomac, but who, when it came to seeking independent leaders for posts requiring a bold spirit of initiative, a psychological insight into the capacity of his own and the enemy's troops, the ability to penetrate and forestall the enemy's designs and to break his will, looked to Sheridan, Wright, and Terry, towards the close of the war, rather than to the more experienced and more highly trained technically but less forceful commander of the Army of the Potomac.

A. L. CONGER.

*Donelson Campaign Sources, supplementing Volume 7 of the Official Records of the Union and Confederate Armies in the War of the Rebellion.* Compiled for use at the Army Service Schools, Fort Leavenworth, Kansas. (Fort Leavenworth: Army Service Schools Press. 1913. Pp. ix, 239.)

THIS volume, consisting of documents, correspondence, newspaper reports, memoirs, photographs of the vessels engaged in the campaign, and photographs and biographical sketches of the officers in command on both sides, was prepared by Captain A. L. Conger, instructor in military history at the Army Schools. Seven years ago, when Captain Conger was first placed in charge of the military history at Leavenworth, the source method of instruction was introduced into the staff, or second-year class. Last year the method was carried down into the line, or first-year class. It was for the use of this class that the supplementary volume of sources was compiled. This volume, used together with volume VII. of the *Rebellion Records,* furnishes all the sources on the Donelson campaign. The reasons for selecting the Donelson campaign for the first-year men were: (1) "The forces dealt with on both sides are relatively small; (2) the sources are contained, so far as the *Official Records of the War of the Rebellion* are concerned, in a single volume, or nearly so; and (3) the student has here of necessity to find his way through the sources to the facts since there has not been written on this campaign any secondary work of sufficient value to constitute a guide." All the sources outside the *Records,* "scattered through many volumes", have been brought together in this supplementary volume. The reasons for introducing the research work into the graduate school at Leavenworth are three:

(1) It is essential for him [the officer] . . . to form a clear mental conception of war. This is only possible to gain, in the absence of actual and extensive war experience, from a close, searching study of war-remains and the application to them of the methodic tests; (2) second, it is important for him to be able to judge, by possessing knowledge of historical method, of the value of secondary historical works and to learn to avoid the numerous authors, often of high reputations, whose writings are not only devoid of any real value but do positive harm to *readers not trained in historical criticism* by giving them untrue impressions and wrong interpretations and inculcating false principles. . . . He who understands what history is and how history is written, and he alone, will be able, not only to choose between the works of value and the worthless, but to discriminate between credible and dubious statements and sound and fallacious deductions; (3) in the third place, the student gains by this method the ability to deal scientifically with the many-sided sources of information in war. For the same tests of 'good faith' and 'accuracy' and the determination of 'weight' which we learn to employ in dealing critically with historic sources must be applied surely, quickly and instinctively to all the bits of information which come to us through the fog of war, if we are to read the situation aright and not be misled into wrong measures.

In the staff class, a study is made of the Peninsula campaign. In October of this last year, I had the pleasure of being present at one of the exercises of this class. There are twenty members, captains, for the most part, with a few majors. The topic for investigation was the capture of Yorktown. Each member of the class was provided with copies of the *Records of the Rebellion*. The work assigned the class for a written report had been (1) to date the documents—determining the hour when they were issued for the purpose of determining the order of events; (2) to establish the facts; (3) to make a connected statement concerning the course of the engagement; and (4) to comment upon the operation from the point of view of military science. All the statements in the reports were supported by citations from the sources. The class exercise was intensely interesting. It was a genuine graduate seminar in which the best kind of critical training was being given and the most satisfactory results obtained. Here, I thought, is the training school for the future military historians of this country. Two years of the severe critical training in historical research given at Leavenworth ought to equip a man for independent research. Even in the second year, men of such maturity, keen intelligence, and unusual powers of application, as characterize the staff class, should be able to produce something worthy of publication. This volume of sources is, then, significant, as it serves as the foundation for a training in research in military history which is unique, I believe, in the military schools of the world. What has been said of the seriousness and the critical character of the work of the history department impressed me as being true of the school as a whole.

FRED MORROW FLING.